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ABSTRACT

This booklet offers guidance to help schools open up their premises and facilities for outside use and to enhance their links with the local community. It highlights the benefits of partnership and offers real examples of the type of activity which is already undertaken in many schools and how it is organized and funded. Also covered are the legal aspects of community use of school property arrangements such as ownership of the premises and the agreements, giving control to others, the roles of local education authorities and governor's duties, and operating childcare in schools. Final sections address practical aspects of community use of school property including health and safety, security, fire safety, public entertainment and other licenses, and maintenance. Appendices highlight ownership aspects of school premises, provide an example of a transfer of control agreement, and present a list of useful contacts. (GR)

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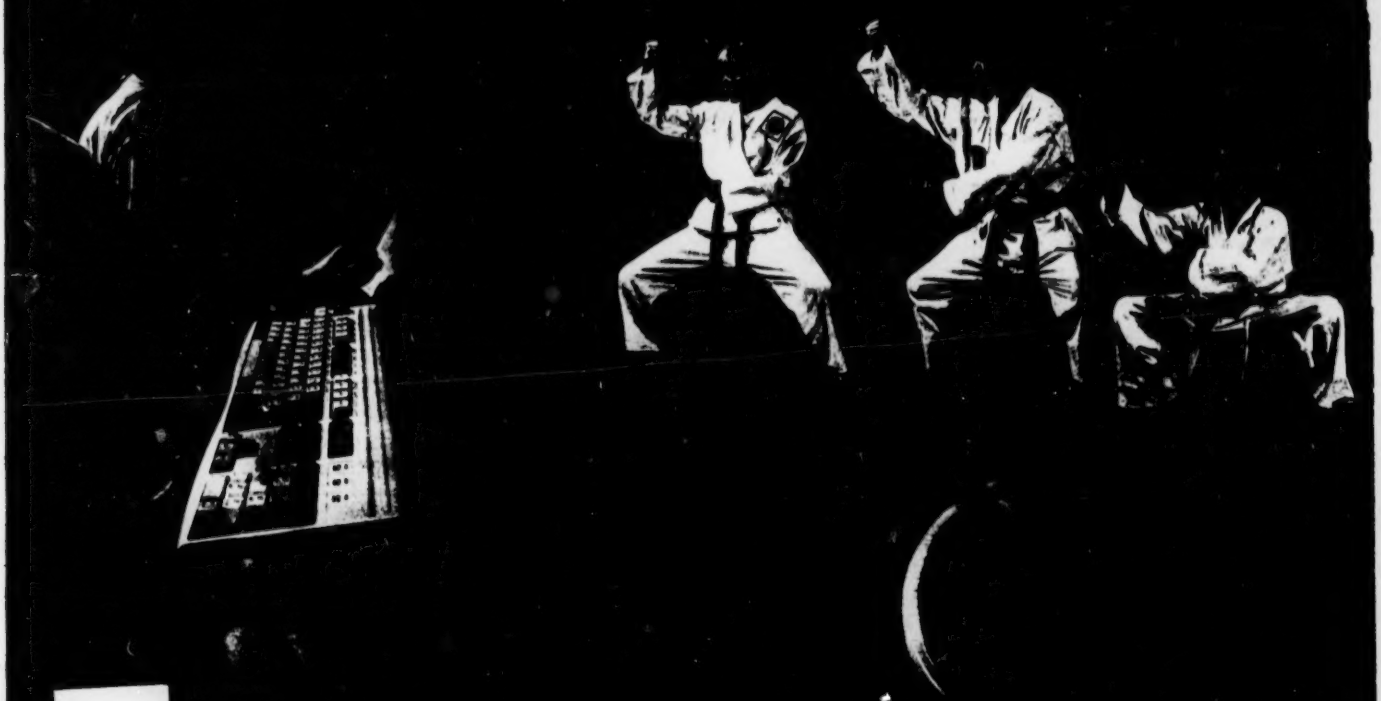
opening doors

DEVELOPING LINKS BETWEEN SCHOOLS AND THEIR COMMUNITIES



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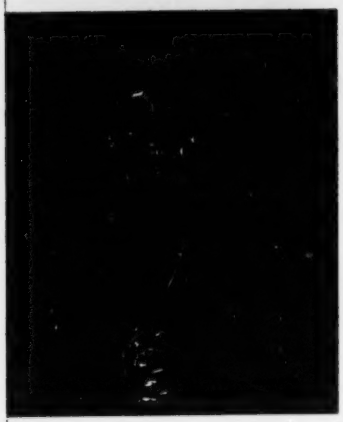

foreword by the Schools Minister

We want to see schools right at the heart of the communities they serve. In some places they have the best, and sometimes the only, education, leisure, sporting, childcare and conference facilities in an area.

Schools should be open, safe and welcoming. They can be lively and vibrant places outside school hours, providing learning and leisure opportunities for their pupils, their parents and the wider community. Schools are a national resource which should be fully utilised.

Many schools are already involved in some form of study support or community work. The range of activity already offered by some schools to both their pupils and the community is impressive. We want to encourage more to become involved.

In this booklet we offer guidance to help schools open up the use of their premises and facilities and to enhance their links with the local community. The booklet highlights the benefits of partnership and offers real examples of the type of activity which is already undertaken in many schools and how it is organised and funded. All schools have the potential to become involved - we urge them to do so.

Everyone can benefit from their local school - children, parents and the wider community. This guidance will help schools maximise the opportunities available.

Jacqui Smith

Jacqui Smith

MILL
TOO

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links with the community help schools in raising pupils' motivation, expectations and achievement. This leads to higher standards and improved behaviour. Support from parents and local community organisations can be a crucial factor in improving pupils' attainment and combating social exclusion;

in many locations, the school is the main, or even only, place that can provide the local community with sports and other facilities. Using the local school as a centre for adult learning, childcare facilities and for meetings helps regenerate and strengthen communities. Schools can also support community learning and improving health;

increased use of school premises can lead to improved security for the school site and reductions in vandalism and graffiti in the surrounding area;

links with the community reinforce the fact that all education relates to the wider community and the world of work and professional practice.

BENEFITS TO SCHOOLS AND PUPILS

Pupils' attainment

1.1 Study support[1], before and after school and in holidays, embraces a wide range of voluntary learning activities that young people participate in and enjoy, such as homework clubs, creative ventures, sports, games, mentoring and opportunities for volunteering and community service. Such activities can play an important role in helping all pupils to acquire skills and confidence and in raising their standards of achievement. Study support activities provided at secondary schools for primary age children can help ease the transition between schools.

QUEEN'S PARK HIGH SCHOOL, CHESHIRE

The commitment of the school to its immediate community is another aspect of life at Queen's Park which enhances pupil achievement, whether it be through luncheon clubs for the elderly or a summer literacy school for those pupils yet to start in the school. The community centre is an asset to the school. The commitment of the school to community education is reflected in the School's Curriculum Award presented in 1997.

OFSTED REPORT 1998

1 See **Extending Opportunity: a national framework for study support** ISBN 0 855 22 755

HENBURY COMMUNITY CENTRE

With financial assistance from the DfEE a high-tech community learning centre has been opened at Henbury School in Bristol. The centre is equipped with up-to-date developments in computer technology and full access to the Internet, with resources provided by Hewlett Packard. The centre has attracted additional support from British Telecom, Bristol City Council and the Single Regeneration Budget, in the form of equipment, conversion of the building, furniture and staff resources.

The centre will primarily be used by students from Henbury School to support the delivery of the National Curriculum, but will also offer out-of-school-hours study support facilities to Henbury students and pupils from several local primary schools, who would otherwise not have access to IT as a learning resource. The centre will also be used by the local community in the evenings and at weekends, for example to provide single parents and labour market returners with opportunities to undertake re-skilling courses.

Pupils' behaviour and attendance

1.2 Pupils' behaviour and attendance can improve when they associate school with activities over and above those forming the mainstream of school work, activities that they enjoy and at which they can do well. Where parents, relatives and friends use the school as a resource it encourages young people to value their surroundings and to participate in what is on offer.

Equal Opportunities

1.3 The use of schools premises and facilities by a wide range of users, for instance people from various ethnic groups and of different ages, can help promote positive images of people irrespective of race or gender. Similarly, making premises and facilities available to people with disabilities can help overcome stereotyping and prejudices.

1.4 Making school premises available for mother tongue teaching and culture is one of a number of positive steps which schools can undertake to forge stronger links with minority ethnic communities, while at the same time enhancing pupils' education.

HARROW

The Harrow Partnership, established in July 1998, encourages the use of school buildings by the local community. It does this in a number of ways. 'Option one' schools have the freedom to negotiate with local community groups and local residents to use their facilities. The Council also operates a schools' lettings service that works in partnership with schools to utilise their premises out of school hours. A tiered system of charges actively encourages community use with up to a 75% concessionary rate for community groups and 85% for mother tongue classes. These concessionary rates depend on more than one group using the premises at any one time.

One of these groups is Kufi Education Service. KES is a voluntary organisation which was set up as an education service dedicated to excellence in education. The main aims and objectives of the organisation are to enhance the personal, social and academic development of all children, with special emphasis on those from minority ethnic communities. The organisation is well established in the community and has a high profile. KES meets on Saturdays at Harrow High School.

KES also provides a Summer School between July and August each year at Harrow High School. The Summer School includes a basic programme in English, Maths and Science, as well as a social education programme which involves the performing arts, black studies and sports activities. The Summer School is run in association with the London Borough of Harrow's University of Westminster Summer School.

Improved security

1.5 While some might expect that increased use of schools' premises by a wider range of people than usual would increase security risks, this is not the experience of schools which encourage after hours use by both pupils and the wider community. The large majority of crimes against schools occur when they are closed. Longer opening hours, therefore, have a beneficial effect on crime prevention as long as reasonable precautions are taken. Moreover, young people who themselves use the school out of hours, and see others doing so, begin to see the school and its precincts as theirs and will be less likely to carry out, or tolerate, antisocial acts. Extended use results in improved security.

COTTENHAM VILLAGE COLLEGE

Cottenham Village College is a fully integrated community college offering full time education to 900 secondary aged students and community and leisure facilities to a population of around 10,000. The College is open from 8.00 a.m. to 10.00 p.m., seven days a week, closing for only 10 days a year. As a result of its integrated approach to management the College is able to employ staff flexibly to cover the full range of day and evening activity throughout the week.

Cambridgeshire's community education devolved budget, together with the College's own resources and income from classes, lettings etc., allow the College to function for these extended hours. This provides access for youth clubs, volunteer groups, adult classes, and sports users in addition to the full time school students. By pooling resources in this way the College is able to obtain much better value for money for all members of the community.

The Warden of the College is responsible to Governors for every aspect of the College's work. A site manager is responsible for managing all aspects of the College premises including caretaking, security, cleaning, repairs and maintenance.

Parental involvement

1.6 Making schools more accessible and welcoming to parents, for instance by the provision of a parents' room in the school or by providing them with learning opportunities, encourages parental support for their children's education and provides pupils with positive role models. A positive welcoming approach can often be a means of encouraging parents, particularly at primary level, to give more time and support to a school, for instance, through participating as governors or at social events.

WESTON COYNEY INFANTS SCHOOL

The school is situated on the outskirts of Stoke, partly serving a large deprived housing estate which used to be a mining community. It has a high turnover of pupils; 33.3% have free school meals; and 41 pupils out of 165 are on the special educational needs register.

Ten parents and children were recruited to the first Family Literacy course at the school. Attendance at the course has been very good and the retention rate has been 100%. There have been reports of noticeable progress for both the children and parents. Also reported is a shift in the parents' attitudes. Having started very much by wanting to 'help their child', parents are now keen to work for themselves as well and to improve their own skills.

The school is particularly pleased to have established positive links with parents with whom they had had little contact. The school and LEA, which has supported the project, are now planning ways to keep up the momentum with other literacy and numeracy courses, and are also considering introducing a classroom assistant course for parents.

Improved image

1.7 A school's image in the community can benefit in several ways from increased involvement within the community. Schools have found that people who come into the school to use its facilities quickly form a good impression and start to feel comfortable with the institution. People of all ages have developed a new sense of ownership of a local school where community use is flourishing. Parents of prospective pupils who use the school facilities start to see it as a friendly and welcoming place. For example, schools which allow their premises to be used for before- and after-school childcare clubs for children can be very attractive to working parents.

Links with local businesses

1.8 Productive links with local businesses, for instance through work experience, teacher placements, visits or talks, can play an important role in preparing young people for working life, by helping enhance both educational attainment and employability skills. Businesses within the not-for-profit sector, and a wide range of other organisations can also play very important roles. Many national and local organisations can offer curriculum support.

BRISTOL & WEST 'HARTCLIFFE PERFORMANCE' PROJECT

Bristol & West Building Society, in partnership with Education Extra, supported the 'Hartcliffe Performance' in Hartcliffe Secondary School, which serves a disadvantaged estate in Bristol. The company provided employee volunteers and financial sponsorship. Students from Hartcliffe School researched, planned and organised a drama event for students and parents including performing on stage. The aim of the partnership was to raise levels of motivation and achievement, particularly for those at risk of disaffection and drop out.

The effects of the partnership have been very beneficial. In particular:

- there were overall improvements in attendance levels at school;
- many at-risk students developed personal confidence and a wide range of key skills including communication and problem solving;
- participating students gained more GCSE subjects and higher grades than previous cohorts;
- grades in GCSE Art and Drama were raised significantly.

Improved facilities and the curriculum

1.9 There is often scope to involve other bodies, public or private, in partnerships which directly benefit both school and the community. A local sports club or business might, for example, put money towards a new sports hall at the school in exchange for an agreed amount of use out of school hours. Links with voluntary and community groups, both local and national, can help raise standards and generate a feeling of ownership by pupils and the community.

MANOR ROAD COUNTY PRIMARY SCHOOL, LANCASHIRE

The local community centre shares the school site and some pupils at the school attend the before- and after-school club held there. Links are established with local football and rugby clubs and sports coaches run training sessions which help to develop skills. The school encourages pupils to participate in a variety of Parish Council events, such as planting oak trees for the millennium. Useful links are maintained with local secondary schools and colleges of further education.

OFSTED REPORT 1998

THE STAFFORDSHIRE LEARNING NET

The Staffordshire Learning Net (SLN) was established in 1996. It is a partnership between Staffordshire Education Department, the local Training and Enterprise Council, Staffordshire and Keele Universities, 7 further education colleges, 51 high schools, the Library Service, youth clubs and community centres, the Careers Service, 314 primary schools, 14 middle schools and 24 special schools. Sponsorship includes contributions from Research Machines and BT.

The SLN provides a high-level IT environment open to the community during the school day, evenings, weekends and holidays. Pupils can use the SLN in school, in homework clubs and from their homes.

The open learning centres have 6 multi-media workstations, connected to a local server. Each computer has a range of programmes and open learning materials. There is also a video conference facility which allows users to see, talk and work with other learners or tutors.

Income generation

1.10 There are opportunities for income generation in certain fields of community use and additional income can be used to enhance a school's core operations. If local people feel that the school is an essential part of the community they may be more willing to assist in fund-raising events.

ALL SAINTS CE VC COMMUNITY SCHOOL, WINCHESTER, HAMPSHIRE

As a community school with a community centre on the site, links with the community are very good. The school has a friends' association for fund-raising, enabling friends in the community to participate in fairs and social events. There are close links with the local churches. Three members of the clergy take assemblies at school and local churches and pupils visit the parish church and Winchester Cathedral for harvest and other seasonal festivals.

OFSTED REPORT 1998

Staff development

1.11 Helping to set up a practical project, such as a community access initiative, is a good form of professional development for school teachers and support staff.

BENEFITS TO THE COMMUNITY

Stimulus to regeneration

1.12 Local people can see an active community school as an essential element in the regeneration of their neighbourhoods. The school can become a meeting place for the community, not just for parents and children. With increased use and interest, benefits can spread out from the school to the surrounding area. Often the best contacts are made by school staff working in the community to encourage and develop links. The quality of schools in an area is also a very important factor for families in choosing where to live. By increasing its popularity, a school may attract more families into an area as well as helping to retain those who already live there.

GARIBALDI SCHOOL

Garibaldi School in Mansfield promotes the concept of a learning community and aims to offer lifelong learning or second chance education both to pupils and to the wider community. The school offers breakfast to both parents and students and runs after-school clubs, partly staffed by parents. There is an adult drop-in centre for information technology and collaborative arrangements are in place with five Further Education colleges to extend the range of post-16 courses offered to young people and adults. Parenting courses, volunteer training, help with numeracy and literacy courses etc. are undertaken at Garibaldi and its feeder primary schools. Most courses lead to initial qualifications and, later, to a range of National Vocational Qualifications from customer service to management. The school recently made a successful bid to the Adult and Community Learning Fund to run a manufacturing-based project to help unemployed people to return to work. The school has plans to extend this project over the long-term.

Initially, with funding from the local Training and Enterprise Council, the school employed someone to recruit from the community by visiting the Miners' Welfare, local shops and other organisations to promote the idea of 'second chance' education.

Many other partners, including local industry, local universities and local churches, are also working with the school to offer learning opportunities for pupils and the community. As well as social events, educational seminars are run in the evening for the community covering topics ranging from prevention of drug abuse to French for hoteliers. The constant aim of the school is to give back a sense of 'ownership' to people in the community and to blur the edges between school and the outside world.

Better employment prospects

1.13 In association with further education colleges, universities, business, local authority community education services, adult guidance services or other partners, schools can offer young people and adults opportunities to undertake courses locally which can help improve key skills, leading to wider employment prospects. Such activity does not always take place on school premises.

LIVERPOOL HOPE

The REACHOUT initiative run by Liverpool Hope offers two-year access courses to higher education and a part-time degree course which can last up to five years. The aim is to increase access to education for people who are at a disadvantage, usually parents with young children who need additional support, but also unemployed people and second chance learners. Students attend classes for three hours a week at their local primary school and are expected to study independently for about 15 hours a week at home. The courses operate by combining outreach academic tuition and open learning techniques within a supportive community environment at their local school. All courses are free, and free crèches are provided at the community school sites where the courses are run. The project is funded from the Single Regeneration Budget with some help from BT.

Crucial factors in encouraging students to attend the courses were the ongoing support offered by the LEA's Parent-School Partnership service based at the schools and the provision of crèche and tuition facilities on site. Students attending the courses have reported that their increased participation in learning, as well as improving their own employment prospects, had had a positive impact on their children; they had acted as positive role models by studying at home; they had been able to help their children with school work; and their expectations for their children and their children's own expectations had been raised. One mother explained that her son now talked of *which* college he should go to rather than *whether* he *could*.

More venues and facilities

1.14 A school can add to the number and variety of facilities available to the community. There are over 20,000 primary, secondary and special schools and their amenities can be made available at affordable costs and may range from a simple meeting place to extensive sporting and conference facilities. In some locations, especially in rural areas and some inner city communities, the local school may be the only suitable place in which to hold meetings or activities.

NORTH CUMBRIA TECHNOLOGY COLLEGE (NCTC)

NCTC has developed a number of resources which benefit the community. Among these are:

a sports complex including a first class sports hall, changing facilities, outdoor floodlit all-weather pitches and playing fields. This development was completed with Lottery funding through the Sports Council (now known as Sport England). It is open to the public for 50 weeks a year from 5.00 p.m. - 10.30 p.m. daily. It has separate supervisory staff and is a heavily used facility, drawing people from a wide age range;

a Business Convention Centre used by local organisations as well as by the College. This is separately staffed with all the facilities required by groups (e.g. photocopier, overhead projector, TV/video, provision of hot and cold meals); and

a joint use Community College Library, which is staffed by professional librarians employed by Cumbria County Council and part financed by NCTC. The library complex includes a junior as well as adult library, with video and music sections as well as books, and is connected to Carlisle Central Library via a computer link. An outreach office of the Citizens' Advice Bureau operates one day a week for the general public, as does a Careers Centre for College and public use.

The College, uniquely, has in partnership with the University of the Third Age (U3A) provided a state of the art ICT facility for the use of the U3A membership, which since its inception with the College has grown from 38 to 240. Pupils and adults work and learn together.

Childcare provision (see paragraph 3.17)

1.15 Schools can be ideal sites for childcare provision, particularly as part of an overall community strategy. They are designed for children and offer a safe environment in which parents generally have confidence. Provision of such care to cover hours outside of the normal school day can improve the employment prospects of parents and their life chances. Linked to study support activities, childcare provision can also raise children's levels of attainment.

HOTSPUR PRIMARY SCHOOL

The Treehouse Hotspur Childcare Scheme opened at Hotspur Primary School, Newcastle upon Tyne in 1990. Following a request from parents, the headteacher asked the leader of a community playgroup, which had been using the school's premises, to start up an out-of-school and holiday club.

The club is open from 7.30 in the morning until school starts and after school until 6.00 p.m. It also opens from 8.00 a.m. until 6.00 p.m. in the school holidays. Breakfast and tea are provided. The club is situated in the main school building and all the equipment is on castors so that it can be put away quickly at the end of each session. The club benefits from a supportive headteacher and very close links with the school. Some of the childcare staff also work as classroom assistants. Club staff attend school staff training sessions and staff meetings. There is good liaison with the cleaners and the school caretaker. The club also provides a link with the school for parents who are at work.

The school sometimes buys in time in the club for pupils it believes will benefit from the club's social side. It is now working with teachers to develop a homework corner to allow children to do their homework while they are in the club if they want to do so. The club is also looking to enhance some of its other activities such as the provision of art in liaison with the school.

ORGANISATION

2.1 Two broad categories of activity take place outside of normal school hours. There are those which are normally organised by schools for the benefit of their own pupils, such as study support activities (e.g. additional languages, music practice, chess etc.).

2.2 Then there are those which are usually run by outside groups for the wider community who rent or lease part of the school premises. These include activities such as childcare, sport, performing arts and social events. Some activities target specific needs or groups in an area: for example, supplementary schools run during evenings and weekends for minority ethnic communities.

PARTNERSHIP

2.3 Partnership is important and in many areas of education it is already well established. In some cases, potential partners contact a school. In others, schools need to be pro-active and outward looking by consulting locally on what people want, and letting them know what the school has to offer. It may well be appropriate for groups of schools to act in partnership to offer different facilities. Partnerships between schools are important to ensure the very best use of resources and to share the additional work involved in opening up schools to the community. For instance, some schools in an area might be used for adult education classes, while others offered fitness and sports opportunities.

2.4 Local Education Authorities, including the Youth Service or Community Education Service, community associations and local companies have much to contribute. Other potential partners include:

other schools;

youth councils;

local and national community and voluntary groups;

local sports and arts clubs;

libraries, museums, galleries;

police;

further education colleges;

universities and other higher education institutions;

Education Business Partnerships;

NHS Trusts, for example, community health;

local companies of all types;

playgroups;

tenants' and residents' associations;

faith-based groups;

youth services;

social services; and

professional arts organisations at local, regional and national level.

2.5 Clearly, local schools are best placed to judge which of the above, or others, are likely to be the most effective partners. The balance will depend on the type of school, the local organisations and the nature of the planned projects.

BRAEBURN INFANT AND NURSERY SCHOOL

The school is situated in the middle of a large estate on the outskirts of Scarborough. In 1994 a joint approach by the School, the Yorkshire Coast College (YCC) and the Community Education Service to the Basic Skills Agency resulted in a small grant for Family Literacy. This was followed a year later by a grant from the European Social Fund and in 1996 a grant from the North Yorkshire TEC. On the basis of these grants the Open Doors Project was established in a redundant mobile classroom at the school and a full-time Project Worker was appointed. The Family Literacy courses provide a significant gateway for many parents, and progression is possible to courses that include basic numeracy, C&G Wordpower, GCSE maths and English, computing and an access course to HE. In addition, parenting, family care and family crafts courses are provided.

External funding ceased in 1997, yet the strength of having key partners has sustained the Project. The 'New Deal for Schools' enabled refurbishment of a second mobile classroom and computers were provided by the YCC. Over 110 adults have already been involved, some from the beginning of the Project, demonstrating their commitment to learning. Many children have also been supported in the raising of achievement by the example of their parents, by Family Literacy, by the introduction of "Storysacks" (made by Family Crafts course) and by "Tots at Braeburn", a session for parents and children under 3.

WHAT SCHOOLS HAVE TO OFFER

2.6 All schools have the potential to offer some community facilities or activities and should actively consider, for example, how the local community might benefit from access to:

- sports facilities, including playing fields and gyms;
- general use of accommodation, for instance for adult education classes, or practice facilities for bands or meeting rooms;
- ICT suites;
- language laboratories;
- multi-media facilities;
- theatres;
- art studios;
- recording facilities; and
- expertise of teaching, non-teaching and community staff.

2.7 This list is clearly not exhaustive and not all schools have the facilities listed. Many schools will, however, have additional facilities and expertise to offer. Some schools may have facilities and features which make their school unique and on which they can build. By consulting local people schools can find out what facilities the community is looking for and see whether they can meet the demand.

2.8 The school's own development plan may already say what role the school aims to play in the community. It might in turn tie in with the local authority's community education policy or the local leisure department's community development strategy.

Primary schools

2.9 Local primary schools can be very attractive to people simply because they are local and easy to reach. Parents tend to be familiar with primary schools through dropping off their children and picking them up, and they can, therefore, offer a non-threatening and conveniently placed environment for adults who wish to return to education. Many primary schools have built on their natural advantages. They have developed parents' rooms and parent-led activities which, in turn, have supported and enhanced the work of the school. Many primary schools can also offer ICT facilities, including access to the National Grid for Learning.

ASHBROW CENTRE, KIRKLEES

An early years unit is being established at the Ashbrow County Infant & Nursery School to act as a model for community childcare, education and training. There is access to childcare courses, literacy projects, mother and toddler group facilities and out-of-school care. A staff development project is also under way to increase the number of early years specialist teachers in the area. Health visitors also run parent classes on the premises and provide a range of children's health services, and the local police use the premises as a base.

The aim is to work with the local community to create a centre which provides children with a quality start in life and which supports parents in fulfilling their role as parents, whilst at the same time helping them to build the skills they need to access further training and employment.

Information sessions and training will be offered to help local people to become registered childminders. (Currently there is only one childminder on the estate.) Holiday playschemes will be set up and out-of-school facilities established with the help of the Early Years Development and Childcare Partnership Out of School Team.

Support, advice and training for parents will be made available, including college access courses, training for potential crèche workers, childcare and education training and family history.

The centre will co-operate with education and childcare providers in both public and private sectors to provide integrated provision which children and parents need. The project also provides opportunities for training for both practitioners and parents.

The Centre will lead the way in Kirklees to show how an early years unit can be the hub of a system which delivers integrated care, education and family support through a network of services which are sufficiently flexible to adapt to local needs.

STANWIX PRIMARY SCHOOL, CUMBRIA

The school has excellent links with its community which greatly enrich its work. The prefabricated buildings which formerly belonged to the school are now home to a community centre which retains strong links with the school. This is a very valuable facility for parents and the community as it houses a playgroup and the 'All sorts' after school club.

OFSTED REPORT 1998

Secondary schools

2.10 Secondary schools, especially those outside of town and city centres, often have extensive playing fields and sports facilities. Most have specialist accommodation, such as computer rooms, that may not be available elsewhere in the community.

ST GEORGE COMMUNITY SECONDARY SCHOOL BRISTOL

Surplus accommodation has enabled groups to establish permanent bases within the school. For example, the Barbados and Caribbean Friends Association operates an office to encourage co-operation and understanding between the different Caribbean communities and the community as a whole. The Association frequently arranges social events at the school. The school has recently established links with a school in Barbados and an exchange visit has taken place. The Travelling Light Theatre Group also occupies spare accommodation and provides a drama resource for the pupils at the school.

Conference facilities are available and widely used by organisations both during and outside of school hours. The school is the preferred venue for public meetings when issues affecting the local community need to be discussed and important issues for parents, such as drugs education, are raised through information evenings. Representatives of the wider community frequently visit the school to talk to pupils and this practice is actively encouraged by the school. The school's sports hall and playing fields are heavily booked for a range of activities and used by local clubs and former pupils' groups.

In 1998, the school governors agreed to the lease of an area of under-used land on the school site to allow for the construction of the Easton Community Nursery. This non-maintained Nursery now provides early years day care facilities which had to move from their original site.

Special schools

2.11 There is great scope for special schools to involve the local community in the life of the school to the benefit of pupils and the community. Some special schools are equipped with specialist facilities. These will be heavily used by the school, but there may be scope to make them available to other members of the community - and not only those with special needs. For example, many schools for physically disabled children have swimming pools, which they share with local primary schools. Facilities for visually impaired pupils might also be suitable for adults. Some soft play areas could be ideal for very young children.

MARSHFIELDS SCHOOL

Marshfields School is a special school in Peterborough catering for students aged 7-18 years with moderate learning difficulties. In September 1997, Community Service Volunteers (CSV) established Marshfields as one of nine national Lighthouse Schools. These schools work to integrate community service learning into whole school policy.

Marshfields' students 'work' in local playgroups, children's centres, drop-ins and residential homes. They have re-vamped a drab bus shelter working with the Dogsthorpe Residents Association. The school has developed a Community Wildlife Garden which was funded by Barclays New Futures. Funded by Volvo Cars UK, the students have made Barn Owl Boxes which have been mounted on disused telegraph poles, working with the Hawk and Owl Trust. Dormouse Boxes have been produced in association with Peterborough Wildlife Trust.

The younger children have worked on a Safety Zone project with the local police force, St John's Ambulance Service, Fire Service and local bus company to produce a 'keeping safe pack' to share with their families.

The school works closely with local industry, commerce and the Greater Peterborough Chamber of Commerce to develop a work-related curriculum. This includes converting a classroom into a real life productive factory for a month once a year.

The school operates a Compass System which welcomes volunteers from all walks of life into its classrooms to enhance the curriculum. It hosts and caters for many social events for senior citizens, pre-school children and disabled groups. It shares its swimming pool with a local primary school.

MANOR FARM COMMUNITY SCHOOL, WALSALL

Positive links exist with partner primary schools and very beneficial arrangements are in place with the adjoining community centre, particularly for its sports facilities. As a designated community school it is a centre used by many community groups including local residents. A playgroup is housed within the school premises.

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Specialist Schools

2.12 There are many ways in which specialist schools can contribute to enriching teaching and learning within their family of schools and the wider community. These may range from providing resources to help primary teachers teach data-logging skills and running taster language courses for key stage 2 pupils, to giving isolated groups within the local community greater access to educational opportunities by running a basic ICT course in a community centre. All governing bodies should consider their links with local specialist schools and how best to use them.

2.13 400 secondary schools in 125 education authorities have been designated as specialist schools in arts, languages, sports or technology. By 2003 the government intends this number to have doubled. Each specialist school receives additional funding from the DfEE to support community programmes in their specialism by sharing resources and expertise. They are also expected to work in active partnership to support other local schools.

PRUDHOE COMMUNITY HIGH SCHOOL

Prudhoe Community High School in Northumberland illustrates how a specialist school can work with others in order to extend educational opportunities.

Since becoming a Technology College in 1995 the school has built on links already established with its local community. It now has links with 11 feeder primary schools and is developing access for the whole adult community through ICT. Prudhoe provides basic ICT training to all 150 staff in the feeder schools and has established an open learning site for the whole community to use day and night. The development of a regional intranet link between Prudhoe and its Middle and First feeder schools provides scope for cross-phase curriculum project work and the sharing of good practice in the specialist subjects.

part 3 the legal position[2]

CONTROL AND OWNERSHIP OF PREMISES

3.1 The law is clear about the legal implications of opening up school premises to non-school use or using them for their own out-of-school hours study support.

3.2 The School Standards and Framework Act 1998, implemented from 1 September 1999, gives the governing body of every community, community special, foundation, foundation special and voluntary school control of the occupation and use of school premises both during and outside school hours. There are exceptions where:

- legally binding commitments have been or are made, such as through a trust deed, a transfer of control agreement or a Local Education Authority direction;
- school premises are required for use in local or general elections, or for parish council meetings.

3.3 While the governing body has legal control of the occupation and use of school premises, ownership varies according to the type of school. The land and buildings may be owned by the Local Education Authority, the governing body, the trustees or a charitable organisation (see Annex A).

CAMBRIDGESHIRE - VILLAGE AND COMMUNITY COLLEGES

Cambridgeshire was the pioneer of the community use of school facilities, with its internationally renowned village colleges. Mostly built in the 1930's, they are still going strong today. Cambridgeshire is organised into 23 geographical areas for the purposes of community education, which is provided mainly through 24 community colleges, including 13 village colleges. These work in partnership with the local schools and each area has a community education manager or patch co-ordinator. Some work full time on community use, others are head teachers who combine this with their other duties. Core funding is provided from the Community Education Budget, supplemented by a variety of other funds (for example, the Further Education Funding Council provides funding for adult education classes). Leicestershire, North Yorkshire, Somerset and Devon, among others, have a similar organisation for community use through their community colleges.

2 The legal position is also summarised in the Department's publication, **A Guide to the Law for School Governors.** (Issued November 1999)

GIVING CONTROL TO OTHERS

3.4 The governing body does not itself have to take all the decisions on the use of school premises. It can delegate its powers either to a sub-committee of the governing body or through a transfer of control agreement (see below). Perhaps the simplest way of doing this is for the governing body to set up a new committee or to delegate its powers to an existing committee. The governing body may allow non-governors to sit on or vote at any such committee, as long as non-governors are not in the majority. Before delegating any powers, the school needs to think about what activities it wants to offer its own pupils outside school hours.

TRANSFER OF CONTROL AGREEMENTS

3.5 Governing bodies may transfer the control of the whole, or any part, of the school premises to another body through a transfer of control agreement (known as a 'TofCA'). The other body is known as the 'controlling body', since it will control the occupation and use of the premises during the times stipulated in the agreement. One of the purposes of the governing body in entering into a transfer of control agreement must be to promote community use of school premises. The controlling body must also have regard to the desirability of premises being made available for community use. This may happen with sports halls and playing fields, for example, or with facilities used for adult education or by clubs. The controlling body is usually a management committee which runs the premises on behalf of the governing body. Making a TofCA can allow a school to increase community use substantially without a big drain on its administration time. An example of a transfer of control agreement is included at Annex B.

3.6 The contents of a TofCA are left open for the parties to the agreement to decide, in the light of their school's particular circumstances. Each agreement, however, will need to detail, amongst other matters:

- who is going to have control of the premises (the 'controlling body');
- precisely what premises, or parts of premises, the controlling body is going to control;
- at what times of the day and on what days of the week the controlling body has control, stating clearly any differences there might be between term-time and holiday weeks;
- what staffing arrangements must be in place;
- who employs the staff;
- what happens if the school is closed, temporarily or permanently, in particular, how the controlling body should deal with community users;
- responsibility for health and safety;
- arrangements for fees to be charged to community users;

financial arrangements between governing body and controlling body, i.e. management charges, treatment of expenses for heating, lighting etc.;

any restrictions on, or priorities for, particular classes of user;

obligation on controlling body to comply with any LEA direction;

obligation on governing body to notify controlling body of any LEA direction; and

notice of provisions.

Restrictions on entering into a TofCA

3.7 Where a governing body wishes to enter into a TofCA transferring control during the school day, then for that part of the agreement applying to use during the school day the law requires:

community, community special and voluntary schools to secure the prior consent of the local education authority;

foundation and foundation special schools to secure the prior consent of the Secretary of State for Education and Employment;

there to be no conflict between the use to which premises may be put under a transfer of control agreement and any trust deed for the school (although the governing body may enter into a transfer of control agreement with anybody even if the trust deed for the school precludes this).

Regaining control

3.8 It is good practice to include in the TofCA arrangements under which the governing body can regain control of the premises. If this is not done, however, the law[3] allows the governing body to regain control from the controlling body where:

the governing body gives reasonable written notice to the controlling body that premises are reasonably needed for school activity.

3.9 The notice given to regain control must be 'reasonable', for example, a term. In deciding what is reasonable a balance needs to be made between the school's needs and the needs of the user group(s) concerned, with the aim of minimising any disruption which might arise.

Leases

3.10 Although it is possible for governors, trustees or foundation bodies to lease school premises which they own, this is subject to significant restrictions. In most cases the prior agreement of the Secretary of State for Education and Employment is required.

3 Schedule 13 to the **School Standards and Framework Act 1998** paras 2(3) 4(3) and 6(3)

THE ROLE OF LOCAL EDUCATION AUTHORITIES

3.11 Local Education Authorities have a major role to play in promoting the community use of school premises - a role which a number of authorities have actively embraced for many years. LEAs may offer guidance on charges. However, the Code of Practice on LEA-School Relations[4], which is statutory guidance to which LEAs must have regard, states that "nothing in guidance from LEAs about the costs to be recouped, or in decisions taken by governing bodies or by those to whom they have transferred responsibility for community use, should promote the maximisation of profits at the expense of existing, or potential, benefits to the wider community".

3.12 Authorities do have legal powers to force schools to open their doors and sometimes this will be appropriate (see below). But perhaps the greatest contribution a Local Education Authority can make is in promoting a culture of community use among schools and by providing advice.

3.13 Local Education Authorities may give directions regarding the occupation and use of all maintained schools, except for foundation and foundation special schools. An LEA's powers in relation to different categories of school is summarised below.

Community and community special schools: LEAs may make a reasonable direction on any day of the week as to the use and occupation of school premises.

Voluntary controlled schools: LEAs may make any direction as to the use and occupation of school premises on weekdays. On Saturdays the LEA may direct that school premises should be used for any purpose connected with education or with the welfare of the young.

Voluntary aided schools: LEAs may make any direction for accommodation to be provided free of charge by the governing body on up to three weekdays in each week for purposes connected with education or with the welfare of the young so long as the premises are not required for the purposes of the school, and no suitable alternative accommodation is available.

3.14 Such LEA directions should take account of, and aim to avoid any conflict with, activities already planned or under consideration by the school. Directions should be reasonable.

4 DfEE Publications 1999. ISBN 1 84185 008 X

GOVERNORS' DUTIES

3.15 The School Standards and Framework Act 1998 imposes duties upon governing bodies about the community use of school premises. They must have regard to the desirability of those premises being made available for community use outside school hours. This applies to the governing bodies of all maintained schools.

3.16 As the Code of Practice on LEA-School Relations states, "School premises are a resource not only for pupils, but also for the wider community". While decisions about community use are usually a matter for the governing body, as shown above, Local Education Authorities do have some rights as well. Both authorities and governing bodies need to appreciate, in their dealings with each other, the role which each has to play in promoting community use.

OPERATING CHILDCARE IN SCHOOLS

3.17 Governing bodies of maintained schools may not provide childcare facilities and services themselves. Such services, however, may be provided on school premises by an outside provider. Alternatively a voluntary management committee, which might include individuals who are members of the governing body, could be established. A properly constituted committee would have the power to offer childcare and levy charges. The governing body should make clear to providers of childcare services at the school that they must comply with statutory requirements regarding the registration and inspection of childcare

ST MARY & ST JOHN C.E. (V.A) PRIMARY SCHOOL, RUTLAND

The school is now reaping the benefits of the community centre attached to the school, which had only just been built when the school was last inspected. This provides extra accommodation at certain times of the week, as well as the use of a food technology area and meeting room. This wing is a particular benefit to the school.

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part 4 finance

FUNDING RUNNING COSTS

4.1 There are a number of Government sources of funding for running costs, especially where new projects are being started. Equally, local authorities may have a range of possible sources of income to encourage specific users.

4.2 The law is clear. It says that:

> schools may use their delegated budgets only for the education of their own pupils. So, for instance, governing bodies may decide to fund study support activities for the school's pupils;
>
> local authorities may subsidise community activities from funding which is not delegated to schools;
>
> other users may pay schools for the use of their facilities.

4.3 Broadly speaking, most community use will need to be self-financing: costs incurred to the school by community use will need to be funded from the community users. These costs might met by local authority grant, charitable contribution, payments from business, payment by user groups or individual subscription. The school is, however, permitted to subsidise some groups provided it offsets this by higher charges for other users.

4.4 Schools can also consider exchanging services. For instance, a school could allow a music group to use school premises at no direct charge and meet the utility and other costs from its own resources. In return the group might help the school meet an educational need by providing music tuition for the school's pupils or additional tuition for teachers so that they are better able to meet the needs of their pupils. There are many other ways in which such an arrangement could work, involving a range of users, such as sports clubs, businesses, arts and drama clubs and others, which governors might wish to consider. Governors will need to ensure that there is no overall loss to the school arising from such arrangements, but such activities can prove very productive.

4.5 Where there is potential community use at little or no cost to the school budget, governing bodies may seek to generate additional income for the benefit of the school's pupils. But nothing should promote the maximisation of profits at the expense of existing, or potential, benefits to the wider community.

4.6 In some localities there might be opportunities for groups of schools to work together by sharing lettings and pooling income. By doing so they can spread costs and achieve economies of scale enabling more use of relatively expensive primary schools by off-setting costs against lower unit-cost secondary provision.

HOW MUCH TO CHARGE

4.7 It is for governing bodies themselves, or, subject to any conditions set out in the TofCA, controlling bodies to decide how much to charge community users. However, they will need to take into account:

any advice offered by the Local Education Authority;

what existing and prospective community users realistically can afford;

the loss of potential benefits to the school and to the community if community users are deterred by high charges. Benefits to schools should not be measured in cash terms alone. For example, it would be quite wrong to keep out a scout group or mother tongue teaching class because charges are unnecessarily high.

INCOME GENERATION AND CROSS-SUBSIDY

4.8 There may be opportunities for a school to attract customers paying market rates for some of its facilities, to generate income in order to:

- use the revenue to supplement the school's budget;
- plough back some of the proceeds to develop better facilities at the school which will benefit both school and community;
- support groups which meet local needs (for example, for childcare provision or adult literacy) by charging rates lower than the full cost of lettings.

4.9 It is perfectly acceptable and legal to charge a little more for one user, such as a commercial enterprise, in order to use the surplus income generated to subsidise another user, say, an adult further education class or mother-tongue group.

THE SPEKE FORWARD LEARNING CENTRE

Speke is a rectangular housing estate surrounded by large factories, including the Ford Halewood Plant and Glaxo Chemicals. It is isolated and has only one access road. Many of the residents are unskilled and cannot find employment in the surrounding factories. Long-term unemployment is around 34%.

This regeneration project, funded equally by the DfEE and the Department for the Environment, Transport and the Regions, will regenerate the existing learning and community facilities, which comprise Speke Secondary School and a variety of community and leisure facilities. A campus style development will provide a co-ordinated approach to learning, consisting of:

- a replacement secondary school, focusing on science and new technology;
- an early years centre;
- a neighbourhood centre, providing accommodation for statutory and voluntary sector activity (e.g. social services);
- a new community centre, replacing the existing over-used facility with a purpose-designed building capable of being used by a wide range of groups;
- a refurbished sports and leisure centre, including swimming pool;
- a new library, which will be shared with the school.

Better value for money will result from the integrated resources.

OAKLANDS COMMUNITY SCHOOL, SOUTHAMPTON

The value of the extra-curricular activities in the community centre in developing students' personal and social awareness is profound. The school has management responsibility for the community centre. The Youth Drama Group, which attracts sponsorship, raises standards and provides opportunities to see the best work of other groups.

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FUNDING CAPITAL WORKS

4.10 The largest source of funding for capital is the Local Education Authority, although some schools may receive capital grants direct from the Government. Many of the best facilities in schools have been funded in collaboration with the local authority's leisure services department.

4.11 There are also other sources of funding. Depending on the sort of development envisaged, schools might approach:

- the Arts Council of England and the regional arts boards;
- Sport England (formerly the English Sports Council);
- voluntary sector organisations;
- local or national charitable foundations;
- community associations;
- parish and district councils.

The National Lottery

4.12 There were originally five 'good causes' to which organisations could apply for Lottery funding. These were the arts, sports, heritage, charities and the Millennium. So, for example, if a school wished to improve existing sports facilities, or build new ones, it could apply to the Sports Lottery Fund.

4.13 A sixth good cause was created by the National Lottery Act 1998. This allows the use of Lottery money to fund new and innovative projects in health, education and the environment, projects which would not otherwise be funded by the taxpayer, through a new distribution body called the New Opportunities Fund (NOF)[5]. The new initiatives include out-of-school hours learning activities (including homework clubs, creative activities and summer schools) and out-of-school hours childcare. Funding is also available for integrated childcare and learning schemes.

5 Refer to Appendix C for contact address

TAX RELIEF FOR BUSINESSES WISHING TO HELP SCHOOLS

4.14 A range of tax incentives is available to companies which choose to support schools.

Businesses:

- are not liable for tax on equipment that they make, sell or use, which is donated to educational establishments;
- may qualify for tax relief on the cost of certain small gifts to local organisations, including educational establishments, under an Inland Revenue concession;
- can obtain tax relief by making donations to schools which are charities or whose school fund is a charitable trust, either by lump sum under the Gift Aid scheme, or by deed of covenant which must be capable of lasting for more than three years;
- which lend staff to schools can claim tax relief for the cost of the employee's salary and related expenses;
- that have teachers working for them on secondment, and make payment to them, may be able to claim the costs as a business expense.

Also:

- tax relief on running costs may still be available when businesses allow schools to use their facilities;
- schools that are charities, or supported by a charitable foundation or trust, can claim repayment of tax on cash gifts received from businesses.

4.15 Local tax offices can give more information and a full statement of the law. The tax office dealing with the tax affairs of individual businesses can advise on individual cases.

ST ANDREWS C OF E PRIMARY SCHOOL, SALFORD

The school benefits from very close links with the community. Very good use is made of local businesses such as garden centres, supermarkets, local shops and civic amenities. The school itself is a community centre, for worship, for the playgroup and for Scouts and Guides. It is a main focus for community events such as the Boothtown Festival.

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PLANNING

5.1 There are a number of practical points to consider about the planning and design of a school when it is being opened up for after-school activities and, in particular, community use. The following is a brief overview.

Sites

5.2 The layout of a school site needs to be looked at afresh to see how suitable it is for community use. This may include considering adjacent sites. Entrances and exits should be adequate in scale and easily visible. Is there sufficient parking space? Will additional traffic have safety implications, leading to new requirements for vehicle/bicycle/pedestrian segregation? How simple is it to reach shared facilities from entrances and parking areas? Is more or better signposting needed?

Buildings

5.3 In the interests of energy conservation and security it is preferable to open up only those parts of the premises which are needed for particular activities. How feasible is this?

5.4 When a number of facilities can be accessed via one entrance and reception area, and can share ancillary accommodation such as toilets, it generally creates a much simpler management operation. However, when parts of the school are open to the community during the day, such as sports facilities, it may generally be preferable to provide a separate entrance to those parts - perhaps with associated parking. If the existing layout allows, or when new construction is involved, it may be advantageous to separate physically all communally accessible functions (for example, swimming pools, sports halls, libraries, workshops) from the main teaching areas.

Furniture and equipment

5.5 Will the same furniture be used by both children and adults? If so, this may not be satisfactory in primary schools. More extensive use of school furniture by adults makes it important not to under-specify items. Be guided by appropriate British Standards.

5.6 Flexibility and adaptability of furniture and equipment are important factors in making dual use work. Furniture which is lightweight and movable is very useful, allowing spaces to be rearranged quickly and desk space increased for an adult (for example, two tables instead of the normal one per pupil). Furniture which is adaptable in height may be particularly useful.

Staffing

5.7 The arrangements for staffing will vary from school to school and authority to authority. There are areas which have staff employed either by the school or local authority to co-ordinate and encourage community activity. Some schools have staff and other volunteers to help and organise both study support and community activity. In other places there is a mixture of volunteers and paid employees.

Additional facilities

5.8 Some schools will identify a need for extra provision to facilitate after-hours community use of their premises. This is more likely to be the case with primary schools than with secondary schools, which generally have a much wider range of accommodation of an appropriate scale for adults. The required additions may often be very modest - for example, improvements to the reception area, better servery between kitchen and hall or increased storage. On a slightly larger scale, they could include the provision of a community room, snack bar, toilets, a family centre comprising all of these, or changing rooms for the communal use of the sports facilities.

5.9 There are many instances of schools which have added much more, with external funding. Sports facilities are often provided in this way, but there are also examples of accommodation being built for community libraries, health care, local business centres and IT resources.

Access for disabled people

5.10 Part III of the Disability Discrimination Act (DDA) 1995 makes it unlawful for a provider of services to the public to discriminate against a disabled person in relation to the provision of goods, facilities and services. Community use of schools for educational purposes is not covered by Part III of the DDA, but non-educational community use is.[6]

5.11 It is intended that, from 2004, service providers will have to make "reasonable adjustments" to the physical features of their premises to overcome any physical barriers to access. It would be sensible for governing bodies to consider now whether they need to plan any changes to their schools to facilitate access for disabled people.

6 Refer to DfEE Circular 3/97 **What the Disability Discrimination Act 1995 means for Schools and LEAs**

HEALTH AND SAFETY

5.12 The basis of occupational health and safety law in England is the Health and Safety at Work etc. Act 1974[7]. It treats schools in the same way as other workplaces and sets out the general duties of employers towards employees and others, including, by implication, pupils. The Act does not cover pupils specifically, but in covering "others" is construed as covering pupils. Regulations made under the Act cover a variety of subjects, from specific risks to processes and activities which are carried out across the whole spectrum of employment. In particular, the Management of Health and Safety at Work Regulations 1992[8] 'The Management Regulations' expand on employers' general duties, provide a framework for health and safety management and require employers to appoint competent people to help them with health and safety.

5.13 The allocation of health and safety responsibility depends upon the type of school. Prime responsibility rests with the employer, which is either the Local Education Authority or the governing body.

5.14 In schools where the Local Education Authority is the employer, governing bodies still have an important role. They influence the overall management and culture of the school and need to take health and safety into account. Governing bodies have extensive responsibilities for other matters and some of these, such as the allocation of funds, may directly influence health and safety. They will also want to ensure that the school management team has considered specific health and safety issues particularly, in the context of this document, the letting of school premises[9].

5.15 Generally, governing bodies must take reasonable steps to ensure that buildings, equipment and materials are safe and do not put the health and safety of pupils, staff and visitors at risk. They must make regular assessments of any risk factors.

5.16 The governing body, and other occupiers who have control over the premises, may be liable for the state of the premises under the Occupiers Liability Acts 1957 and 1984. They should therefore check that premises are safe for the purpose for which they are to be used and make clear that the premises should not be used for other purposes.

5.17 If members of a governing body act in good faith and reasonably, with care and common sense when carrying out any of its functions, any liability falls on the whole governing body rather than on an individual member.

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7 **Health and Safety at Work etc. Act 1974** The Stationery Office. ISBN 0 10 543774 3

8 **Management of Health and Safety at Work Regulations 1992, approved Code of Practice L21** HSE Books 1992. ISBN 0 7176 04128

9 For general guidance refer to the *Education Service Advisory committee's* **Health and safety guidance for school govenors and members of school boards** HSE Books 1998 ISBN 0 7176 1298 8

INSURANCE

5.18 In the majority of cases, opening up school premises after normal hours is unlikely to affect the cost of property insurance significantly. Schools should of course check this with their insurance companies, or with their LEAs where they negotiate insurance cover for their schools. The area where problems might arise concerns occupiers' liabilities.

5.19 When schools are used by groups or organisations for activities which do not form part of the educational business of the school, those bodies will be liable for any claims arising from the activities taking place. To insure against such claims, public liability cover is needed. A school's insurance will include this and will therefore cover any of the activities which it runs after hours. However, many external users will not have public liability cover. This could lead to a claim being brought against the school itself, simply because the activity causing the claim occurred on its premises.

5.20 Schools are therefore advised to ask groups using their premises as described above, to produce evidence of public liability insurance covering the activities they propose to carry out. This will be straightforward for commercial users. Other groups may need to take out a 'Third Party Hirers' policy. This policy indemnifies the hirer in accordance with the terms of any agreement used by the school. It is for the governing body to decide what indemnity clause should be included in an agreement and it makes sense to have broadly the same agreement applying to all external users.

5.21 An indemnity clause can vary from the requirement to indemnify the school in accordance with common law liability (e.g. covering negligence towards third parties for injury or damage, and for negligent damage to school premises), through to full liability for damage to the school buildings and contents, whether through the fault of the hirer or not. The cost of a policy will vary according to the degree of liability imposed on the hirer.

SECURITY

5.22 While community use of school premises can be expected to have a positive impact on school security generally, there are issues which need to be considered because the premises are being used out of hours.

5.23 Some activities may carry additional risks, such as the running of social clubs and bars. Cash is an attractive target for theft and it should not be kept on school premises overnight. At closing time tills need to be emptied and left open, and ideally coins should be removed from vending machines. Procedures for cash handling need to be clearly set out and followed.

5.24 Security is an issue which schools need to take beyond the school gates, whether they open after hours or not[10]. If community users understand the need for security it will make matters much easier. Similarly, parents will be reassured if they know the school is committed to the safety of pupils and staff. To increase awareness of security it helps to publish the security policy within the school brochure for new parents. The governors' annual report will serve as a reminder, as this must include a section on security. Schools may also want to consider the extent to which they might encourage users to play a part in their security policy e.g. in a school watch scheme.

Access control

5.25 Most schools are likely to have some form of access control and visitor monitoring system in place for the normal school day. Consideration should be given to how these systems need adapting for other times. What entrances will be open? How will these be controlled? What parts of the premises will be open for different functions? Should community users have passes or badges? When facilities such as those for fitness and sport are available for community use during the school day, separate access and parking may be required.

Zoning

5.26 It is probable that only parts of the school will be required for use out of hours and that not all of these areas will be open at any one time - at least in secondary schools. Not only do safety requirements need to be satisfied (see Fire Safety), but also security systems. Intruder alarms, and possibly CCTV installations, will need to be zoned accordingly.

External lighting

5.27 Schools operate only during daylight hours so they need only limited external lighting. Extended use by pupils or community users means that provision will need to be re-appraised. Paths, roads and entrances will require a good standard of lighting[11]. Car parking areas may require security lighting to discourage theft.

10 For general advice refer to *DfEE* **Managing School Facilities Guide 4, Improving Security in Schools** The Stationery Office 1996. ISBN 0 11 270916 8

11 For detailed advice refer to *DfEE* **Building Bulletin 90, Lighting Design for Schools** The Stationery Office 1999. ISBN 0 11 271041 7

LOCKING UP

5.28 Ensuring that school premises are locked up at the end of the day or evening is obviously essential. It helps to have some flexibility in who takes on this responsibility.

5.29 With smaller schools the caretaker or site manager normally opens and locks up premises, though they may not need to remain there while out-of-school hours activities take place. Their attendance may be covered by their job descriptions and conditions of employment, and/or they may claim overtime for this. When such payments are made, they need to be covered by lettings charges.

5.30 Additional flexibility is achievable in several ways. Where groups using facilities are supported or promoted by the school, an authorised and identified responsible adult, such as a member of school staff or a governor, might open the school and lock up. Where community education classes are taking place, which could well overlap with other group activities, community education staff may be able to lock up.

5.31 Larger schools often have a premises management team of two or more people. This enables a rota to be set up so that locking up is shared between them. Because of the complicated nature of security systems in large schools, particularly those with a number of separate buildings, it is unlikely that locking up could be delegated to a member of a user group. Normally, the persons responsible will be premises managers and other nominated members of the school staff.

FIRE SAFETY

5.32 School staff are trained to deal with a fire alert during the normal school day. As a general consideration, if members of the public come on to school premises, staff should also be given training in directing, and if necessary guiding, them to a place of safety and checking that they are all out of the building in case of fire. This process is greatly helped if there is an access control system which requires visitors to sign in and out of the school.

5.33 During the evenings and at weekends it is rare for the entire school to be open - it is normal to unlock only those parts of the premises which are actually in use. Unless this is done carefully, it is possible that escape routes will remain shut off. People using the school in the evening may well be unfamiliar with the layout of the building. Their needs should be considered and escape routes marked. At least one of the users should know the fire drill and the location of exits.

5.34 Amateur dramatic groups and the like often bring their own lighting and sound equipment. These groups should be reminded that they are responsible for any health and safety matters concerned with using such equipment.

Public performances

5.35 Areas of the school open for public performances, such as concerts and plays, should have emergency lighting on escape routes. There should always be someone responsible for checking that fire exit doors are functional and that other fire precautions are in place before members of the public are admitted. Competent attendants are required to be on hand during the performance. They should:

be identifiable to the public;

carry a torch whenever part of the public areas is in darkness;

keep exits and gangways clear; and

be aware of the needs of any people with disabilities.

5.36 The number of attendants required will depend on the size of the audience and the type of performance. The responsible person and the attendants should be familiar with the fire drill, escape routes and the need for any fire doors to be kept shut. Such persons should be instructed in emergency procedures at least once a year.

5.37 In premises used occasionally for audiences of up to 100 people, the emergency lighting can be by hand-held torches.

PUBLIC ENTERTAINMENT AND OTHER LICENCES

5.38 When a school invites members of the public to dancing, music, stage or film shows on school premises, a public entertainment, theatre or cinema licence may be required. Shows put on by amateur dramatic societies using the school facilities will almost certainly require a public entertainment licence, application for which should be made to the Clerk to the Local Licensing Justices.

5.39 Other licences are issued by local authorities under the terms of the Local Government Miscellaneous Provisions Act 1982. These will usually impose conditions on, amongst other things, the:

number of people to be present;

type of seating;

layout of the seating;

marking of emergency exits; and

provision of emergency lighting.

5.40 It is probable that a fire officer will inspect the school before the licence is issued and possible that checks will be made when performances are in progress to confirm that the conditions laid down in the licence are being met.

ENERGY USE

5.41 To conserve energy, lighting and heating installations should, ideally, be zoned so that those parts of a school which are used after hours can be operated independently of the rest of the premises, to avoid heating and illuminating a large part of the school when only one space is being used. While this might sound complicated, in reality it is often quite straightforward.

5.42 In primary schools the hall and adjacent accommodation, such as the school office and reception area, toilets and kitchen, will normally be the focus for community use. Partial zoning may be in place already, since school halls frequently have self-contained heating systems and, if they do not, it generally makes economic sense to install them whether or not community use takes place. For adjacent areas only individual schools can decide whether investment in appropriate heating controls will lead to significant savings in running costs.

5.43 In secondary schools there are often various options. Zoning may be simplified due to the tendency to place subject areas in suites (for example, languages, science, technology) or in different buildings. Some free-standing blocks will have heating systems separate from the rest of the school. Sports halls are almost bound to be self-contained for heating and lighting, though hot water might be supplied from elsewhere. Otherwise, installing additional heating and lighting controls, which might amount to just a few extra switches, may be all that is required.

5.44 Letting school facilities to outside bodies is only a source of profit if the full cost of providing the facility is recovered. Hirers should be told about the school's energy conservation policy[12] and how they can reduce costs. Identifying energy charges separately and passing on some or all of the savings they make might help to highlight the benefits of energy conservation.

5.45 Charges to organisations sharing the premises should be calculated on a full cost recovery basis. If they use a lot of energy then it might be worthwhile to install check meters so that they can be charged for what they use. It is not necessary to charge all users the same rates. Some hirers can be charged more in order to offer discounted rates to activities requiring financial support.

12 For further advice refer to *DfEE* **Managing School Facilities Guide 3, Saving Energy** The Stationery Office 1995. ISBN 0 11 270880 3

MAINTENANCE

5.46 Additional use of facilities may well result in extra wear and tear, particularly on provisions such as sports pitches and furniture and equipment. This should be taken into account by governing bodies when deciding their overall pricing strategies. If the school has not done this already, it may be worth taking out maintenance contracts with reliable furniture and equipment suppliers so that any faults are dealt with quickly. This will help avoid unnecessary losses in revenue and good faith from community users.

5.47 Schools will be able to look for ways to improve facilities, with earnings or with the help of community groups, which can lead to lower maintenance. The installation of an all-weather pitch is an obvious example.

5.48 Out-of-hours use will affect when maintenance can be carried out. Flexibility will be needed in the timetabling of cleaning and routine maintenance. Larger projects and repairs, and of course new construction, are usually programmed for vacation periods - particularly the summer holiday. It would be difficult to change that. Vacation use of premises needs to be tailored round any such projects.

BEACONSIDE FIRST AND MIDDLE SCHOOL, WORCESTERSHIRE

School involvement with the community is very good with a range of projects which support both academic and personal development. These include good links with the local church through the chair of governors, links with the neighbourhood watch who both use and care for the school and Christmas links with the local community centre, where pupils provide music for the 'Stroke Club'.

OFSTED REPORT 1998

annex A

OWNERSHIP OF SCHOOL PREMISES

Community and community special schools

The freehold or leasehold interest in land and buildings is usually owned by the Local Education Authority, although the governing body does have the power to own premises in its own right.

Foundation and foundation special schools

The land and buildings are usually owned by the governing body or by a charitable foundation.

Voluntary aided schools

The land and buildings are usually owned by the trustees or by a charitable foundation. In most cases the charitable foundation will represent a church or other faith group.

Voluntary controlled schools

The buildings are usually owned by the trustees, but the playing fields are often owned by the local education authority.

annex B

EXAMPLE TRANSFER OF CONTROL AGREEMENT

Set out overleaf is an example of a Transfer of Control Agreement (TofCA), which may help schools in preparing their own arrangements. The circumstances of every school will be different and, accordingly, the content of the TofCA will have to be altered to reflect each school's requirements. It is important that each school obtains its own legal advice on how the example TofCA should be amended if it is used. Some notes have been included in the text of the document to highlight specific issues for consideration. These are for guidance only and are not intended to be exhaustive. There is no obligation on schools to use the example document and schools should be aware that no duty of care is owed to those who choose to use it.

The wording of Paragraphs 8 and 9 assumes that users will be required to take responsibility for all damage and destruction of school premises as well as for any claims against the school for death and personal injury. Schools must consider whether this is appropriate. In some cases, for example, it may be inappropriate to require users to obtain insurance for all damage to premises. Schools must take advice on what provisions will be appropriate in the particular circumstances in which they intend to use a Transfer of Control Agreement.

EXAMPLE TRANSFER OF CONTROL AGREEMENT

This is a legal document which has the effect of temporarily transferring the use and control of all or part of the School's premises from its governing body to you. This Agreement sets out details of your responsibilities in respect of the use and control of the School including important provisions relating to insurance and liability for anyone who is injured whilst on the School's premises. It is important that you understand all of your responsibilities by reading right through this Agreement.

Your use of the School's premises is subject to the Conditions set out in this agreement (overleaf).

Your name(s) and address(es):

The Name of the organisation you represent: (where relevant)

The School:

Address:

The part(s) of the School's premises that you can use are set out below. These are the part(s) of the School's premises which will be under your control for the periods specified below.

The periods during which the part(s) of the School's premises will be under your use and control are set out below.

From: [date]

Until: [date]

Day/Dates:

Times:

The purposes for which you can use and control the part(s) of the School's premises are set out below.

The amount that you will have to pay for using the part(s) of the School's premises are set out below.

The special conditions which will apply to your use and control of part(s) of the School's premises are set out below.

Your use of the School's premises is subject to the Conditions set out in this agreement (overleaf).

TRANSFER OF CONTROL AGREEMENT

General Conditions

Your Use of the School's Premises

1 The School's premises are made available to you strictly for the purposes specified. You must make sure that no-one uses the School's premises for any other purpose while under your control, without the School's prior written consent.

2 You are only allowed to use the parts of the School's premises specified (together with any necessary access to and from the School's entrance as agreed). You must make sure that no-one trespasses on any other part of the School's premises.

3 You are only allowed to use the School's premises during the times specified. You must make sure that no-one arrives earlier, or leaves later, than the stated times.

4 You are responsible for everyone who is on the School's premises for the activities you are organising and, generally, for everyone who comes on to the parts of the School's premises which are under your control at the stated times. You must ensure that they comply with all the terms of this Agreement.

5 You must do everything that you are reasonably able to do to avoid loss, damage or breakage to the School's property whilst the School's premises are under your control. Any loss, damage or breakage must be reported as soon as practicable to the School. The School will be entitled to charge you for any such loss, damage or breakage.

6 You must make sure that the School's premises are left clean, neat and tidy after every use. The School will be entitled to charge you for any additional cleaning costs arising from your use of the School's premises.

7 You must comply with all site regulations which the School issues from time to time for users of, and visitors to, the School's premises. The School reserves the right to issue further regulations from time to time about the use of the School's premises. These may be general or they may be specific to your use and control of parts of the School's premises.

Your Responsibility for Injury or Damage to the School's Premises

8 You agree to indemnify the School for:-

8.1 any claim which may be made against the School by (or on behalf of) anyone who has been injured or whose property has been damaged (a) on the School's premises whilst those premises were under your control or (b) by you or by someone for whom you are responsible; and

8.1 any damage to or destruction of the School's premises (or property) caused whilst those premises were under your control or caused to any other part of the School's premises (or property) by you or by someone for whom you are responsible.

This means broadly that the School will be able to pass on to you any costs and expenses that it incurs as a result of your use of the School's premises. In order to guarantee that you will be able to meet such costs and expenses claimed by the School you will have to have appropriate insurance in place. Further details relating to your insurance cover are set out in Paragraph 9.

Your obligation to indemnify the School will not stop on termination of this Agreement because some claims, for example claims for personal injury, may be made some time after the injury occurred. You must make sure that your insurance policy is maintained for as long as reasonably necessary so that you are able to continue to meet your obligation to indemnify the School.

Your Insurance Cover

9 You must not in any circumstances use the School's premises unless you have in place (public liability or third party hirer's) insurance covering your use and control of the School's premises. You must show the School your insurance certificate before you use the School's premises and you must let the School know immediately if any of the terms of the insurance policy (for example, the level of cover) are varied. You must make sure that all insurance premiums are paid on time. Your insurance must provide cover of at least £[XXX] in respect of liability for death or personal injury or damage to personal property and cover of at least £[XXX] in respect of damage to or destruction of the School's premises.

Termination

10 Where it is stated that this Agreement will only continue until a specified date, then this Agreement will automatically terminate on that date. In any other case, the School will be entitled to terminate this Agreement at any time by giving you at least (one terms/3 months) notice. The School will write to you to notify you of any termination under this Paragraph. This Agreement may end sooner in the circumstances set out in Paragraphs 11 or 12.

11 In exceptional circumstances the School may have to suspend or terminate this Agreement early. This may happen, for example, where the School is permanently or temporarily closed, or where the School's premises are unsafe or are undergoing repairs or where there is a reorganisation of the School's timetable (or where it is needed for other purposes of the School). The School will write to you to notify you of any termination or suspension under this Paragraph, giving you as much notice as reasonably possible.

12 The School will be entitled to terminate this Agreement at any time if:-

12.1 you do not pay for use of the School's premises by the due date for payment; or

12.2 you (or those for whom you are responsible) do not comply with all of the terms of this Agreement.

The School will write to you to notify you of any termination under this Paragraph.

General Provisions

13 The School will notify you of any directions given to the School by the local education authority as to the occupation and use of the School's premises. In exercising your control of the School's premises you must act in accordance with any such directions.

14 In exercising your control of the School's premises you must have regard to the desirability of the School's premises being made available for community use.

15 If these general conditions are inconsistent with any other parts of this Agreement, then those other parts will prevail.

For and on behalf of the School:	Name:
Date:	Name:
	Date:

annex C

LIST OF USEFUL CONTACTS

Action for Communities in Rural England (ACRE)
Somerford Court
Somerford Road
Cirencester
Glos GL7 1TW
Contact: Lorna Sambrook
Tel: 01285 653477
Fax: 01285 654537
Email: acre@acre.org.uk

Age Concern England
Astral House
1268 London Road
London SW16 4ER
Tel: 020 8765 7200
Fax: 020 8765 7211

Arts Council of England
14 Great Peter Street
London SW1P 3NQ
Contact: Pauline Tambling
Tel: 020 7333 0100
Email: enquiries@artscouncil.org.uk
Regional arts board details can be accessed from www.arts.org.uk

Association For Outdoor Learning
12 St Andrews Church Yard
Penrith
Cumbria CA11 7YE
Contact: Wendy Johnson
Tel: 01768 891 065
Fax: 01768 891 914
Email: enquiries@adventure-ed.co.uk

Basic Skills Agency
Commonwealth House
1-19 New Oxford Street
London WC1A 1NU
Contact: Alan Wells
Tel: 020 7405 4017
Fax: 020 7440 6626
Email: enquiries@basic-skills.co.uk

BBC Children in Need
PO Box 76
London W3 6FS
Contact: Jacqueline Williamson
Tel: 020 8576 8887
Fax: 020 8576 7788
Email: pudsey@bbc.co.uk

British Youth Council
65-69 White Lion Street
London N1 9PP
Contact: Samantha Peters
Tel: 020 7278 0582
Fax: 020 7278 0583
Email: mail@byc.org.uk
www.byc.org.uk

Business in the Community
44 Baker Street
London W1M 1DH
Contact: John May
Tel: 020 7224 1600
Fax: 020 7486 1700
Email: bitc.org.uk

Carlton Television Trust
PO Box 1
London W12 8UB
Tel: 020 7757 7121

Changemakers
Baybrook Farm
Lower Godney
Wells
Somerset BA5 1RZ
Contact: Linda Johnston
Tel: 01458 834 767
Fax: 01458 830 588

Childline
Royal Mail Building
Studd Street
London N1 0QW
Contact: Maggie Turner
Tel: 020 7239 1000
Fax: 020 7239 1001

Community Development Foundation
60 Highbury Grove
London N5 2AG
Contact: Alison West
Tel: 020 7226 5375
Fax: 020 7704 0313
Email: admin@cdf.org.uk

Community Education Development Centre (CEDC)
Woodway Park School
Wigston Road
Coventry CV2 2RH
Contact: John Grainger
Tel: 024 7665 5700
Fax: 024 7665 5701
Email: info@cedc.org.uk

Community Service Volunteers
237 Pentonville Road
London N1 9NJ
Contact: Delphine Garr
Tel: 020 7278 6601
Fax: 020 7713 0560
Email: information@csv.org.uk

Countryside Agency
John Dower House
Crescent Place
Cheltenham GL50 3RA
Contact: Jean Bacon
Tel: 01242 521 381
Fax: 01242 584 270

Department for Education and Employment (DfEE)
Architects and Building Division
Sanctuary Buildings
Great Smith Street
Westminster
London SW1P 3BT
Contact: Roger Neal
Tel: 020 7273 6732
Fax: 020 7273 6782
Email: roger.neal@dfee.gov.uk

Education Extra
St Margaret's House
17 Old Ford Road
Bethnal Green
London E2 9PL
Contact: Ginny Harris
Tel: 020 8709 9900
Fax: 020 8709 9933
Email: info@educationextra.org.uk

Foundation for Sport and the Arts
PO Box 20
Liverpool L13 1HB
Contact: Gratton Endicott
Tel: 0151 259 5505
Fax: 0151 230 0664

Kids' Club Network (KCN)
Bellenve House
3 Muirfield Crescent
London E14 9SZ
Contact: Anne Longfield/Mike Rich
Tel: 020 7512 2112
Info line: 020 7512 2100
Fax: 020 7512 2010

Local Government Association
Local Government House
Smith Square
London SW1P 3HZ
Contact: Ingrid Fisher
Tel: 020 7664 3031
Fax: 020 7664 3203
Email: ingridfisher@lga.gov.uk

Millennium Volunteers
DfEE, N2
Moorfoot
Sheffield
South Yorkshire S1 4PQ
Contact: Angela Windle
Tel: 0800 917 8185
Fax: 0114 259 4041
Email: millennium.volunteers@dfee.gov.uk

National Association of Citizens Advice Bureaux (NACAB)
115-123 Pentonville Road
London N1 9LZ
Contact: David Harker
Tel: 020 7833 2181
Fax: 020 7833 4371
Email: nacab.org.uk

National Childcare Strategy
DfEE
Childcare Unit
Caxton House
Tothill Street
London SW1H 9NF
Contact: Lisa Allen
Tel: 020 7273 5640
Fax: 020 7273 5562
Email: childcare.unit@dfee.gov.uk

National Children's Bureau
8 Wakley Street
London EC1V 7QE
Contact: Fiona Blakenore
Tel: 020 7843 6000
Fax: 020 7278 9512

National Council for the Voluntary Youth Service (NCVYS)
The Peel Centre
Percy Circus
London WC1X 9EY
Contact: Susanne Rauprich
Tel: 020 7833 3003
Fax: 020 7837 4296
Email: ncvys@easynet.co.uk

National Education Business Partnership Network
Contact: Sandra Wooledge
c/o SmithKline Beecham
11 Stoke Poges Lane
Slough SL1 3NW
Tel: 01753 502 370
Fax: 01753 502 022
Email: national-ebp@compuserve.com

National Lottery Charities Board
St Vincent House
16 Suffolk Street
London SW1Y 4NL
Contact: Michelle Slater
Tel: 020 7747 5300
Fax: 020 7747 5214
Email: kjones@nlcb.org.uk

National Mentoring Network
Salford EBP
1st Floor
Charles House
Albert Street
Eccles M30 0PD
Contact: Mari Costigan
Tel: 0161 787 8606
Email: natment@globalnet.co.uk

National Youth Agency (NYA)
17-23 Albion Street
Leicester LE1 6GD
Contact: Information Team
Tel: 0116 285 3700
Fax: 0116 285 3777
Email: nya@nya.org.uk

New Opportunities Fund
Heron House
322 High Holborn
London WC1V 7PW
Contact: Enquiry Point
Tel: 0845 000 0120
Fax: 020 7211 1750
Email: enquiries@nof.org.uk

NIACE - The National Organisation for Adult Learning
21 De Montfort Street
Leicester LE1 7GE
Contact: Alan Tuckett
Tel: 0116 204 4200
Fax: 0116 285 4514
Email: enquiries@niace.org.uk

OCEA
Beaumanor Hall
Old Woodhouse
Leicestershire LE12 8TX
Contact: Gill Bracey
Tel: 01509 890225
Fax: 01509 891093

OXFAM
274 Banbury Road
Oxford
Oxfordshire OX2 7DZ
Contact: David Bettle
Tel: 01865 311311
Fax: 01865 313770
Email: oxfam@oxfam.org.uk

Parentline
Cornerstone House
Willis Road
Croydon CRO 2XX
Contact: Carol Urquhart
Tel: 020 8689 3136
Fax: 020 8665 1972
Email: admin@parentline.co.uk

Pre-school Learning Alliance
69 Kings Cross Road
London WC1X 9LL
Contact: Membership Services
Tel: 020 7833 0991
Fax: 020 7837 4942
Email: pla@preschool.org.uk

Resource Unit for Supplementary and Mother-Tongue Schools
15 Great St Thomas Apostle
Mansion House
London EC4V 2BB
Contact: Mohammed Abdelrazak
Tel: 020 7329 0815
Fax: 020 7329 0816

Runnymede Trust
133 Aldersgate Street
London EC1A 4JA
Contact: Sukhvinder Stubbs
Tel: 020 7600 9666
Fax: 020 7600 8529
Email: runnymede@trt.demon.com

Sport England Headquarters
16 Upper Woburn Place
London WC1H 0QP
Chief Executive: Derek Casey
Tel: 020 7273 1500
Fax: 020 7383 5740
Web: www.english.sports.gov.uk
Lottery Line: 0345 649 649
Regional contact details can be obtained from www.english.sports.gov.uk

Sportsmatch
4th Floor
Warwick House
25-27 Buckingham Palace Road
London SW1W OPP
Contact: Mike Reynolds
Tel: 020 7233 7747
Fax: 020 7828 7099
Email: info@sportsmatch.co.uk

Standing Conference for Community Development (SCCD)
4th Floor
Furnival House
48 Furnival Gate
Sheffield S10 2HW
Contact: Graham Partridge
Tel: 0114 270 1718
Fax: 0114 276 7496
Email: admin@sccd.solis.co.uk

Standing Conference of Principal Youth & Community Education Officers
Chequers Bridge Centre
Painswick Road
Gloucester GL4 6PR
Tel: 01452 425409
Fax: 01452 426375
Email: mjcounsl@gloscc.gov.uk

Study Support
DfEE
Sanctuary Buildings
Great Smith Street
London SW1P 3BT
Contact: Bhavena Patel/Annette Wood
Tel: 020 7925 5957/6654

Technology Colleges Trust
9 Whitehall
London SW1A 2DD
Tel: 020 7839 9339
Fax: 020 7839 5898

Youth Action Crime Concern
Beaver House
147-150 Victoria Road
Swindon SN1 3UY
Contact: Liz Mann
Tel: 01793 863 500
Fax: 01793 514 654

Young Adult Learners Project
NIACE - The National Organisation for Adult Learning
21 De Montfort Street
Leicester LE1 7GE
Tel: 0116 255 1451
Fax: 0116 285 4514